



**ICEL 2008**



**UNIVERSITY OF CAPE TOWN**  
IYUNIVESITHI YASEKAPA • UNIVERSITEIT VAN KAAPSTAD

## **3rd International Conference on e-Learning**

**University of Cape Town, Rondebosch, Cape Town, South Africa  
26-27 June 2008**

**Conference Chair:** **Laura Czerniewicz**, Centre for Educational Technology, University of Cape Town, South Africa  
**Programme Chair:** **Tony Carr**, Centre for Educational Technology, University of Cape Town, South Africa  
**Keynote Speakers:** **Dr. Max Price**, Vice-Chancellor Designate, University of Cape Town, South Africa  
**Martin Owen**, Smalti, UK

### **Mini Track Call for Papers**

**Mini Track on Academic Analytics: Electronic student data, decision making, and teaching and learning strategies**

**Chair: Antoinette van der Merwe, University of Stellenbosch, South Africa**

In the article, Academic Analytics: A New Tool A New Era, (Educause Review of July/August 2007), John P. Campbell, Peter B. DeBlois and Diana G. Oblinger argue that “academic analytics has the potential to create actionable intelligence to improve teaching, learning, and student success.” Academic analytics can be defined as using large data sets, statistical techniques, and predictive modeling to inform decision making. It therefore relies on the extraction of data from one or more systems, such as learning management systems, student information systems, e-portfolios, student response systems, course podcast downloads etc. that contain a wealth of data. All of these data sources individually provide information about students’ efforts, preferences and success and when combined it can leverage the potential of the data to support decision making with the purpose of enhancing student success. Web-based learning (course) management systems already collect huge amounts of data about student activities, e.g. how often and for how long they log on, the activities they engage in while inside the course and how much time they spend on each task. But beyond only the predictive (institutional) value in terms of student support and retention, academic analytics can also provide valuable information for lecturers to customise learning environments and instructional approaches as well as design learning activities based on students’ specific learning needs.

The track welcomes contributions which focus on how institutional data can be effectively used to support decision making including, for example, early-warning systems that identify and provide customised support for at-risk students, prediction models, and the improvement of teaching, learning and student success based on the data. Specific issues that can be addressed can include, but are not limited to:

- what type of data sources can or should be included;
- challenges involved in capturing, integrating, managing and interpreting large data sets and bringing this data to the attention of decision makers;
- technology, statistical techniques and operation research strategies to be borrowed from other application areas;
- case studies or research projects of how institutions / individuals use student data to support operational, tactical and strategic decision making with the purpose of enhancing student success;
- case studies or research projects of how institutions provide automated and targeted support based on student data;
- case studies or research projects where one or a combination of data sources have been used to customise learning environments and instructional approaches;
- case studies or research projects of where specifically data from learning (course) management systems has been used to customise learning environments and instructional approaches.

### **Submission details:**

Please submit an abstract of a minimum of 300 and no more than 500 words including up to five keywords and key phrases to be submitted via [online form](#) and received by **6 December 2007 (extended until 20 December 2007)**. Abstracts must include the proposed title for the paper, the full names (first name and surname, not initials), postal addresses and email addresses of all authors and a telephone number for at least one contact author. **Please indicate clearly if the contact author is not the lead author.**

Full papers will be required only when the abstract has been selected and not to be more than 5,000 words including abstract, keywords and references (the Harvard referencing rules need to be followed). Submission date will be no later than **6 February 2008**. Papers should be submitted as .doc or .rtf file attachments by email to the Conference Manager, [Elaine Hayne](#).

### **Important information:**

- The selection panel of the conference committee will consider all paper abstracts received by the submission deadline to ensure that the proposed paper is relevant to the Conference.
- The authors of abstracts that describe a relevant paper will receive a notification of abstract selection.
- All submissions for demonstrations will be reviewed by the conference organisers to ensure that the proposed demonstration is likely to be of interest to the conference participants.
- All full papers will be double-blind reviewed by members of the conference committee to ensure an adequate standard, that the proposed subject of their abstract has been followed, that the paper is of a suitable length, the standard of English is adequate and the paper is appropriately referenced.
- For authors whose first language is not English we request that you have your work proof read prior to submission by a native English speaker (or at least a fluent English speaker). Papers can be rejected due to a poor standard of English.
- Papers that are accepted will be published in the conference proceedings providing at least one author registers and presents the work at the Conference (see the registration section of the conference website for more information about registration).
- Due to the large number of papers expected for this conference, the committee only allows an author to present one paper. Therefore if multiple papers are accepted for presentation different co-authors need to present each paper.

### **Important Dates**

Abstract submission deadline:	<b>6 December 2007</b>	<b>Extended until 20 December 2007</b>
Notification of abstract acceptance:	<b>13 December 2007</b>	
Full paper due for review:	<b>6 February 2008</b>	
Notification of paper acceptance(with any requested changes):	<b>3 April 2008</b>	
Earlybird registration closes	<b>17 April 2008</b>	
Final paper due:	<b>1 May 2008</b>	
Final author registration date	<b>22 May 2008</b>	

*For operational reasons we have had to alter the submission dates for this conference. However, as we are aware that a considerable amount of literature was in circulation before we did this we will honour all submissions that arrive by the original dates (17 January for Abstracts and 6 March for papers). We would ask that you strive to meet the new dates as these have been arranged to allow a longer paper review period which we hope will give authors more time to arrange travel and registration after receiving reviewer feedback.*

This call for papers can be found at <http://academic-conferences.org/icel/icel2008/icel08-minitrack.htm>

Enquiries can be directed to the Submissions Manager at [Elaine@academic-conferences.org](mailto:Elaine@academic-conferences.org)